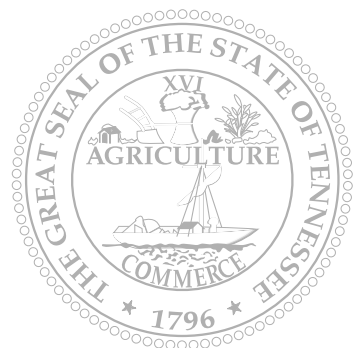


*Tennessee Comprehensive Assessment Program*

**TEACHER  
DIRECTIONS**

**Grades 4–8  
Form O**



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## State of Tennessee Test Security Law

Tennessee Code Annotated (T.C.A.) 49-1-607 states:

Any person found to have not followed security guidelines for administration of the TCAP test, or successor test, including making or distributing unauthorized copies of the test, altering a grade or answer sheet, providing copies of answers or test questions, or otherwise compromising the integrity of the testing process shall be placed on immediate suspension, and such actions will be grounds for dismissal, including dismissal of tenured employees. Such actions shall be grounds for revocation of state license.

[Acts 1992, ch. 535, 4.]

## State Test Security Measures

The State will:

- establish security guidelines to ensure the integrity of the testing process
- implement safeguards to ensure test content security
- communicate through the System Testing Coordinator matters concerning security, material orders, and shipping verifications
- provide distribution and shipping logs to ensure accurate inventory of test materials at the system and school levels
- conduct random visits during testing to ensure test security and consistency of administration
- provide Breach of Testing Security Report forms to document local test security concerns
- review submitted Breach of Testing Security Reports and follow up as needed
- release student-specific test data only to authorized personnel

## State Test Security Guidelines

The Public School Systems, State Special and Non-Public Schools MUST:

- adopt a locally-monitored test security policy which incorporates, at a minimum, these State Test Security Guidelines
- implement policies and procedures to prohibit all personnel from obtaining knowledge of test items or passage content before, during, and after testing
- train all personnel involved in the testing process on State Test Security Law, Security Guidelines, local policy, and test administration procedures; retain training documentation for system records
- restrict handling of test materials to authorized personnel at all times
- implement check-in, check-out, and quantity verification procedures for all test materials at the system level, at the school level, and for each test session
- return test materials immediately after each test session and when the entire administration is completed
- store test materials in a centrally-located locked room that is inaccessible to unauthorized persons
- conceal all instructional or reference materials in the test setting, which are related to the content area being assessed, such as maps, posters, student samples, bulletin board items, etc.
- turn off all electronic communication devices (cell phones, pagers, palm pilots, etc.) in the test setting
- confirm each student is the person named on the answer document for every testing session
- require test administrators and proctors to remain with the students and be observant and non-disruptive throughout the test session
- require test administrators and proctors to carefully adhere to all test administration and accommodation instructions, following appropriate schedules
- prohibit coaching students in any way during State assessments
- prohibit reading test items and passages by anyone other than the students being tested, unless indicated in test instructions or accommodations
- ensure students respond to test without assistance from anyone
- maintain confidentiality of student-specific demographic information and test results at all times
- document test security concerns, including missing materials, on the Breach of Testing Security Report form

# Message to Teachers

## *A Message to Teachers from CTB Test Developers*

Because we know your time is valuable, we have designed the *TCAP O* Test Directions for Teachers to help you administer the test quickly and efficiently. A series of easy-to-follow steps guides you as you organize testing materials, schedule testing times, administer the tests, and return testing materials.

As we developed *TCAP O*, our mission was to create a standardized assessment instrument that would help teachers help students. *TCAP O* provides useful, comprehensive information about student progress and helps students understand where they are in relation to their academic goals. By following the guidelines in this manual, you can help ensure that the test will work validly and equitably for all students.

**STEP****1**

## Check Your Test Materials

Check to be sure you have received the following materials.

If any materials are missing, notify your Testing Coordinator.

**PROVIDED FOR THE TEACHER**

- ☐ Test Directions for Teachers
- ☐ test book(s)
- ☐ Group Information Sheet

**PROVIDED FOR EACH STUDENT**

- ☐ Understanding the TCAP Achievement Test / Practice Test
- ☐ test book(s)
- ☐ answer sheet
- ☐ punch-out ruler (to be separated prior to testing)

**ADDITIONAL MATERIALS NEEDED FOR EACH STUDENT**

- ☐ No. 2 pencil with eraser
- ☐ extra eraser
- ☐ scratch paper for solving mathematics problems

**OPTIONAL**

- ☐ four-function calculators (not provided with test materials)

If your school has chosen to use calculators, please note that students may use calculators only for:

Mathematics Test A, Part 2, Grades 4, 6, and 7

Mathematics Test A, Grades 5 and 8

Mathematics Test B, Grades 4, 6, and 7

Mathematics Test B, Part 2, Grades 5 and 8

Mathematics Test C, Grades 5 and 8

If you are missing test materials, see your Testing Coordinator.

**TEST BOOKS**

Because students use a separate answer sheet, test books are reusable.

**ANSWER SHEETS**

Student-demographic information on each answer sheet must be complete for accurate reporting.

**GROUP INFORMATION SHEET**

Complete and return the Group Information Sheet with your test materials to ensure accurate processing of tests.

**FOUR-FUNCTION CALCULATORS**

The decision to use or not to use calculators should be based on your standard classroom practices. Test questions have been designed and adequate time has been provided so that using a calculator will not offer any particular advantage.

If you have any questions about using calculators for testing, contact your Testing Coordinator.

**STEP****2**

**Administer each content area test in a single day to reduce incomplete test results due to absences.**

**If a student misses part or all of a test, arrange a make-up session.**

**Administer the test**

- at a time when students are most alert, usually in the morning
- if possible, during the middle of the week

**Avoid testing**

- on days just before or after vacations, important school functions, or holidays
- after students have had strenuous physical activity

## Plan Your Testing Schedule

- ☐ Review the test and test directions in advance.
- ☐ Plan test administration for students requiring accommodations.
- ☐ Allow sufficient time to fill in the student-identifying information on all answer sheets and to write student's name on the back cover of the test book.
- ☐ Allow sufficient time to complete a content area test in a single testing session.
- ☐ Scheduled breaks are indicated in the specific directions for each content area. Be sensitive to students' fatigue level and attention span and be prepared to alter your schedule as necessary.
- ☐ Allow time for make-up sessions for students who miss a testing session.

## Working with Proctors

Review your plans with proctors prior to testing.

Proctors can help you

- ☐ arrange the testing room
- ☐ fill in student-demographic information on all answer sheets
- ☐ separate punch-out rulers
- ☐ distribute test materials
- ☐ make sure students are working in the correct place and are marking only one answer for each test question
- ☐ prevent talking or sharing of answers
- ☐ collect materials at the end of the testing session



# TCAP O Administration Time

## Grades 4, 6, and 7

ACTIVITY/TEST	TESTING TIME
For each content area, add 5 to 10 minutes for administering the sample test questions and reading introductions and directions.	
<input type="checkbox"/> Fill In Student-Demographic Information	
<input type="checkbox"/> Understanding the TCAP Achievement Test/PracticeTest	20 minutes
<input type="checkbox"/> Reading and Language Arts Test A, Part 1	50 minutes
<i>Break</i>	
<input type="checkbox"/> Reading and Language Arts Test A, Part 2	50 minutes
<i>Break</i>	
<input type="checkbox"/> Reading and Language Arts Test B	60 minutes
<input type="checkbox"/> Mathematics Test A, Part 1	15 minutes
<i>Break</i>	
<input type="checkbox"/> Mathematics Test A, Part 2	55 minutes
<i>Break</i>	
<input type="checkbox"/> Mathematics Test B	60 minutes
<input type="checkbox"/> Science Test A	40 minutes
<i>Break</i>	
<input type="checkbox"/> Science Test B, Part 1	40 minutes
<i>Break</i>	
<input type="checkbox"/> Science Test B, Part 2	40 minutes
<input type="checkbox"/> Social Studies Test A	40 minutes
<i>Break</i>	
<input type="checkbox"/> Social Studies Test B, Part 1	40 minutes
<i>Break</i>	
<input type="checkbox"/> Social Studies Test B, Part 2	40 minutes

Tests should be administered according to the specific directions except as required for students using accommodations.

It is permissible to change the order of the tests.

The time limits are generous and allow most students time to finish.

# TCAP O Administration Time Grades 5 and 8

Tests should be administered according to the specific directions except as required for students using accommodations.

It is permissible to change the order of the tests.

The time limits are generous and allow most students time to finish.

ACTIVITY/TEST	TESTING TIME
For each content area, add 5 to 10 minutes for administering the sample test questions and reading introductions and directions.	
<input type="checkbox"/> Fill In Student-Demographic Information	
<input type="checkbox"/> Understanding the TCAP Achievement Test/PracticeTest	20 minutes
<input type="checkbox"/> Reading and Language Arts Test A, Part 1	50 minutes
Break	
<input type="checkbox"/> Reading and Language Arts Test A, Part 2	50 minutes
Break	
<input type="checkbox"/> Reading and Language Arts Test B	60 minutes
Break	
<input type="checkbox"/> Reading and Language Arts Test C	20 minutes
<input type="checkbox"/> Mathematics Test A	20 minutes
Break	
<input type="checkbox"/> Mathematics Test B, Part 1	15 minutes
Break	
<input type="checkbox"/> Mathematics Test B, Part 2	55 minutes
Break	
<input type="checkbox"/> Mathematics Test C	60 minutes
<input type="checkbox"/> Science Test A	40 minutes
Break	
<input type="checkbox"/> Science Test B, Part 1	40 minutes
Break	
<input type="checkbox"/> Science Test B, Part 2	40 minutes
<input type="checkbox"/> Social Studies Test A	40 minutes
Break	
<input type="checkbox"/> Social Studies Test B, Part 1	40 minutes
Break	
<input type="checkbox"/> Social Studies Test B, Part 2	40 minutes

**STEP****3**

## Organize Your Classroom

- ☐ Plan for the distribution and collection of materials.
- ☐ Plan seating arrangements. Allow enough space between students to prevent sharing of answers.
- ☐ Eliminate distractions such as bells or telephones.
- ☐ Use a Do Not Disturb sign on the door of the testing room.
- ☐ On the chalkboard, indicate starting and stopping times for each test session.
- ☐ Plan a quiet activity for students who finish testing early.
- ☐ Plan for accommodations to be provided as specified for individual students. Avoid calling attention to students who require accommodations.
- ☐ Plan testing so that students using accommodations do not distract or affect administration procedures for other students.

**STEP****4**

## Prepare Your Students

- ☐ Help students approach the testing in a relaxed, positive way.
- ☐ Explain that the purpose of taking an achievement test is to find out which skills have been learned and which skills need further development.
- ☐ Point out that some test questions may be more difficult than others and that some material may be new to students; students are not expected to know all the answers.
- ☐ Reassure students that they will be given ample time to do their best.
- ☐ Emphasize that the test requires no special preparation.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Encourage students. Tell them, for example, "Just do your best and then move on to the next question."

STEP

5

## Plan to Use Standard Testing Procedures

To ensure that test results are valid, reliable, and equitable, standardized tests are to be administered using standard testing procedures. These procedures indicate the exact directions, time limits, and scoring criteria to be used with the test. It is very important that these standard testing procedures be followed, and that any deviations from standard testing conditions be documented so that scores may be interpreted appropriately.

### ASSESSMENT ACCOMMODATIONS

When students have documented education plans indicating that they may participate in educational tests only under nonstandard conditions (e.g., extra testing time), appropriate accommodations should be made.

### COACHING

Be sure students understand the directions and how to mark answers. Assist them with test-taking mechanics, but be careful not to inadvertently give hints or clues that indicate an answer or help eliminate answer choices.

### GUESSING

Encourage students to attempt all questions. Tell them to read each question carefully and make their best attempt at answering. Be careful not to imply that they should guess randomly.

### INVALIDATION OF TESTS

Students must mark only **one** response for a question and erase completely any response they do not want. Students who mark randomly will be processed normally. Do not fill out a Report of Irregularity for random marking situations.

Special circumstances, interruptions, or distractions that affect individual or group performance can invalidate test results. Students who mark multiple or random responses to test questions, experience sudden illness, or become unduly disturbed by the testing situation may have a Report of Irregular Testing Conditions form filled out.

If you are not certain about how to treat a particular situation, consult your Testing Coordinator.

## STEP

## 6

## Administer the Practice Activities

If your school has chosen to administer the Understanding the TCAP Achievement Test / Practice Test, give the activities a day or two in advance of the actual testing. They will take about 20 minutes to complete.

If additional practice seems necessary, repeat the Practice Test.

The Practice Tests give students experience in marking answers and introduce question formats that are included in the tests.

Practice Tests are recommended for Kindergarten through Grade 8.

## STEP

## 7

## Fill In Student-Demographic Information

**Incorrect, incomplete, or illegible information will result in inaccurate student data, will delay test processing and may have a negative impact on final reports. Fill in only one circle in each column.**

- ☐ Ensure student-demographic information is properly marked.
  - use No. 2 pencil to make dark solid marks that fill the circle completely
  - make no stray marks
  - marking more than one circle in each column will invalidate the coding
  - erase changes completely
- ☐ Code student-demographic information on the answer documents.
  - 1 **NAME:** Print the student's full legal name (LAST, FIRST and MIDDLE INITIAL) in the spaces provided. If there are not enough spaces for any name, print only as many letters as there are spaces. Fill in the corresponding circle below each letter. If the letter space is blank, fill in the empty circle at the top of the column under that letter space.
  - 2 **SOCIAL SECURITY NUMBER:** The student's Social Security Number must be printed in the boxes and the corresponding circles filled in below each number.
  - 3 **BIRTH DATE:** Fill in the appropriate circles in each column for the month, day and year of birth. If day is a single-digit number, precede it with a zero (0).

Proctors may help by filling in the student-demographic information.

The birth date helps to identify students.

- 4 **ETHNIC ORIGIN:** Fill in the circle that best represents the student's ethnic origin.
- 5 **GENDER:** Fill in the appropriate circle.
- 6 **GRADE:** Fill in the circle corresponding to the student's grade level.
- 7 **SYSTEM, SCHOOL AND TEACHER:** Names must be printed in the appropriate spaces. For private schools, system name should be the same as school name.
- 8 **MEMBERSHIP DATA:** Fill in the circle corresponding to the student's enrollment.
  - 1 The student has been continuously enrolled in this school since the 1st reporting period.
  - 2 The student has **NOT** been continuously enrolled in this school, but **HAS BEEN** enrolled in this school district since the 1st reporting period.
  - 3 The student has **NOT** been continuously enrolled in this school district, but **HAS BEEN** enrolled in a Tennessee public school district since the 1st reporting period.
  - 4 The student has **NOT** been continuously enrolled in a Tennessee public school district since the 1st reporting period.  
**Note:** Home School and Private School students should be coded in this area.
- 9 **TEST VERSION:** Fill in the corresponding circle for the version of the test booklet used by **each** student. **Note:** Incorrectly completing this circle may impact a student's score.
- 10 **MODIFIED FORMAT TEST:** Fill in the circle corresponding to the modified format used. (See Section III, Braille/Audio and Large Print, in the Test Administration Manual.) **Note:** Incorrectly or inappropriately completing these circles may affect the student's score.
  - Braille/Audio
  - Large Print
- 11 **CODE A/B (All schools complete this information):** Fill in the appropriate circle for **each** child in **every** school.
  - Code A: ELIGIBLE for free or reduced price lunch
  - Code B: NOT eligible for free or reduced price lunch

Code A or B:

Federal Law [Title I of the Elementary and Secondary Education Act as amended by Title I of the Improving America's Schools Act (IASA, P.L. 103-382), Section 111 (b)(3)(1)] requires the disaggregation of student performance on state-mandated tests by certain categories including economically disadvantaged as compared to those who are not economically disadvantaged. **This requirement applies to all students taking all state-mandated assessments.** Extreme confidentiality when entering this data must be maintained. Any questions concerning this coding should be directed to the local School Nutrition Coordinator or the State Director of School Nutrition at (615) 532-4714.

- 12 **OPTIONAL CODES:** Columns 1–9 in the Optional Codes field are

available for system and/or school use. Instructions will be provided locally, if applicable.

**13 TITLE I (Only schools receiving Title I funds complete this information)**

- SWP – School-wide Program: Fill in the corresponding circle for **each** student in the Title I school-wide project school.
- TAS – Targeted Assistance School: Fill in the corresponding circle for **each** student in the Title I targeted assistance school.
- TAS Direct Service: Fill in the corresponding circle for **each student receiving direct Title I assistance**. (This section is not to be filled out if the student is enrolled in a school-wide project school.)
- Poverty Level: Fill in the corresponding circle for **each** student in a Title I targeted assistance or school-wide project school. The poverty level is the percentage reported in the school's annual Title I plan.

**14 OTHER PROGRAMS**

- 504 Student Services Plan: Fill in the corresponding circle if the student has a 504 Student Services Plan.
- Gifted: Fill in the corresponding circle if the student qualifies as gifted. Do not include in special education unless the student is receiving some other special education services (e.g., speech).
- ELL (English Language Learner): Fill in the corresponding circle if the student qualifies as an ELL (see Section III, 2003–2004 English Language Learner Accommodations, in the Test Administration Manual).
- Migrant: Fill in the corresponding circle if the student qualifies with a Migrant Education Certification of Eligibility (COE). For a list of children with COEs, contact the local Title I Director.

**15 SPECIAL EDUCATION**

Fill in the circle corresponding with the appropriate number of hours for **each** student receiving special education services.

- Less than 4 hours per week
- 4–22 hours per week
- 23 or more hours per week

**16 ELL ACCOMMODATIONS (according to State criteria)**

Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 English Language Learner Accommodations, in the Test Administration Manual).

- Q extended time
- R bilingual dictionary
- S read aloud internal **test instructions verbatim**
- T read aloud internal **test items verbatim**

**17 SPECIAL ACCOMMODATIONS (according to State criteria)**

Fill in the circle corresponding to the accommodation used (see Section III, 2003–2004 Special Accommodations, in the Test Administration Manual).

- ☐ B extended time—visual impairments
  - ☐ C read aloud/sign internal test **instructions verbatim**
  - ☐ D read aloud/sign internal test **items verbatim**
  - ☐ F talking (with earphones) or Braille calculator
  - ☐ I student reads items into auditory recorder
- ☐ Verify student-demographic information is correctly coded on the answer document.

## Student-Demographic Information

Student-demographic information on each answer sheet must be complete for accurate reporting.

Be sure circles for the student's birth date are filled in.

1 LAST NAME										2 FIRST NAME										3 BIRTH DATE										TEACHER NAME									
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## STEP

# 8

## Administer the Test

Specific directions for the test begin on the following page. Be sure to review the test and test directions in advance.

The following elements are used throughout the specific directions:

*Information that is only for you and is not to be read aloud is printed in this type style.*

**SAY**

The directions you are to read aloud to the students are preceded by **SAY** and are printed in bold type.



This symbol accompanies anything concerning the timing of the test.



This symbol indicates places where you may want to use a test book to show sample questions or to make sure students have turned to the correct page.



This symbol indicates sections where calculators may not be used.

- ☐ Before administering each content area, take a moment to have your students look through the test. Point out the various locations of the STOP signs within the test. Tell the students that whenever they see one of these STOP signs, they should stop and wait quietly until they are told what to do next.
- ☐ Be very careful to check that students do not skip or overlook any of the test questions. Remind students to look for and answer every question on each page.
- ☐ Tell students that each content area test is identified by name at the bottom of each page.
- ☐ Remind students that they must mark answers **ONLY** in the spaces provided on the answer sheet. Pencil marks in the margins will delay processing of the test materials.

### SUGGESTIONS FROM TEACHERS ABOUT ADMINISTERING TESTS:

*"I always point to the first question in each section so students know where to begin."*

*"After I read each question, I mark it to keep my place."*

# Reading and Language Arts Test A

Part 1—50 minutes

Part 2—50 minutes

Grades 4 and 5

## Directions for Administering Reading and Language Arts Test A

*This set of test directions can be used with test books for grades 4 and 5.*

*Check to be sure that each student has his or her own test book and answer sheet. Students should have filled in the student-demographic information on the front of the answer sheet and written their names on the back covers of the test books.*

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

**SAY** Open your test books to Page 1 in the Reading and Language Arts Test A. Be sure to stay on the pages that say “Reading and Language Arts Test A” at the bottom of the page.

Now open your answer sheets and find the Reading and Language Arts Test A section.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet.

For each sample, fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Read the Directions and the Sample Passage on Page 1 of the Reading and Language Arts Test A. Then do Sample A. Stop when you have finished Sample A.

*Give students time to answer Sample A.  
Do not read the sample out loud.*



*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice C.*

**Directions** Read the passage. Then do Sample A.

**Sample Passage**

Runners are getting faster all the time. Roger Bannister of Great Britain set a world record in 1954 when he ran a mile in just under four minutes. Since then, however, with more specialized training and improved shoes, runners have covered the same distance in even less time.



- Sample A** This passage is mostly about
- A** a pair of running shoes
  - B** a new world record
  - C** runners getting faster
  - D** runners training for different races

☐ **SAMPLES B AND C**

**SAY** Turn to Page 2 in your test books. Then read the directions and do Samples B and C. Stop when you have finished Samples B and C.

*Give students time to answer Samples B and C.  
Do not read the samples out loud.*



*Discuss Samples B and C with the students. The correct answer for Sample B is choice G, and the correct answer for Sample C is choice A.*

**Directions**

Here is a paragraph a student wrote. There are some mistakes that need correcting.

<sup>1</sup> Last night I will make dinner for my father's birthday. <sup>2</sup> After we ate, we talked about the trip we will be taking in December. <sup>3</sup> We are planning to visit my grandmother. <sup>4</sup> She lives far away, and we haven't seen her in a long time.

**Sample B**

Choose the best way to write Sentence 1.

- F Last night I make dinner for my father's birthday.
- G Last night I made dinner for my father's birthday.
- H Last night I making dinner for my father's birthday.
- J Best as it is

**Sample C**

Where would the following sentence best fit in the paragraph?

*I was nervous about preparing all the food, but everything turned out fine.*

- A after Sentence 1
- B after Sentence 2
- C after Sentence 3
- D after Sentence 4

**PART 1** 50 minutes



Now you will do Part 1 of the Reading and Language Arts Test A, take a break, and then do Part 2.

Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 1.

You may go back over Part 1 and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



Look at Page 3. I will read aloud the introduction to this part of the Reading and Language Arts Test A. You may follow along silently as I read.



*Read the one-page introduction on Page 3 of the test book. Stop reading when you come to the end of the page.*

**SAY** You will have 50 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page. You may begin.

*Record the starting and stopping times for Part 1.*



**RECORD THE  
STARTING TIME:**

**ADD 50 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 50**



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Resume testing when you think your students are ready to go on.*

## **PART 2** 50 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

**SAY** Open your books to Part 2 of the Reading and Language Arts Test A. Find Page 19 for grade 4 or Page 21 for grade 5. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY** Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

Proceed to the next section if all students complete a timed section early.

**SAY** I will read aloud the introduction to this part of the Reading and Language Arts Test A. You may follow along silently as I read.



*Read the one-page introduction. Stop reading when you come to the end of the page.*

**SAY** You will have 50 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Look at the next page. You may begin.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 50 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 50

\_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Reading and Language Arts Test A.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

# Reading and Language Arts Test A

Grades 6, 7, and 8

Part 1—50 minutes

Part 2—50 minutes

## Directions for Administering Reading and Language Arts Test A

*This set of test directions can be used with test books for grades 6–8.*

*Check to be sure that each student has his or her own test book and answer sheet. Students should have filled in the student-demographic information on the front of the answer sheet and written their names on the back covers of the test books..*

**SAY** Open your test books to Page 1 in the Reading and Language Arts Test A. Be sure to stay on the pages that say “Reading and Language Arts Test A” at the bottom of the page.

Now open your answer sheets and find the Reading and Language Arts Test A section.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet.

For each sample, fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Read the Directions and the Sample Passage on Page 1 of the Reading and Language Arts Test A. Then do Sample A. Stop when you have finished Sample A.

*Give students time to answer Sample A.  
Do not read the sample out loud.*



*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice C.*

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

**Directions** Read the passage. Then do Sample A.

**Sample Passage**

Changing names is nothing new. As a writer, Samuel Clemens called himself Mark Twain. Harry Houdini, the famous nineteenth-century escape artist, was born Ehrich Weiss in his native Hungary. The well-known comedian Whoopi Goldberg, who has also starred in television shows and movies, was originally named Caryn Johnson.



- Sample A** This passage is mostly about people who
- A** were famous movie stars
  - B** were interested in the origin of names
  - C** changed their names
  - D** immigrated to another country

☐ **SAMPLES B AND C**

**SAY** Turn to Page 2 in your test books. Then read the directions and do Samples B and C. Stop when you have finished Samples B and C.

*Give students time to answer Samples B and C.  
Do not read the samples out loud.*



*Discuss Samples B and C with the students. The correct answer for Sample B is choice G, and the correct answer for Sample C is choice A.*



**Directions**

Here is a paragraph a student wrote. There are some mistakes that need correcting.

<sup>1</sup> Last summer we went on a trip. <sup>2</sup> Have you ever spent your summer vacation in the city? <sup>3</sup> Searching for a nice lake in the woods. <sup>4</sup> After a long drive, we finally arrived at the perfect spot. <sup>5</sup> We put up the tent and then spent a whole week swimming, fishing, and hiking. <sup>6</sup> We even went kayaking. <sup>7</sup> That vacation was the best ever!

**Sample B**

Choose the best way to write Sentence 3.

- F Us searching for a nice lake in the woods.
- G We were searching for a nice lake in the woods.
- H Having searched for a nice lake in the woods.
- J Best as it is

**Sample C**

Which sentence does not belong in the paragraph?

- A Sentence 2
- B Sentence 4
- C Sentence 5
- D Sentence 6

**PART 1** 50 minutes

**SAY** Now you will do Part 1 of the Reading and Language Arts Test A, take a break, and then do Part 2.

Remember to read all of the directions and information in this part of the test book. When you come to the word “STOP” at the bottom of the page, you have finished Part 1.

You may go back over Part 1 and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** Look at Page 3. I will read aloud the introduction to this part of the Reading and Language Arts Test A. You may follow along silently as I read.



*Read the one-page introduction on Page 3 of the test book. Stop reading when you come to the end of the page.*

Proceed to the next section if all students complete a timed section early.

**SAY** You will have 50 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of Part 1.

Turn the page. You may begin.

*Record the starting and stopping times for Part 1.*



RECORD THE  
STARTING TIME:

ADD 50 MINUTES:

RECORD THE  
STOPPING TIME:

+ 50



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Resume testing when you think your students are ready to go on.*

## **PART 2** 50 minutes

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.*

**SAY** Open your books to Part 2 of the Reading and Language Arts Test A. Find Page 19 for grade 6 or Page 21 for grades 7 and 8. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY** Remember to read all of the directions and information in this part of the test book. When you come to the word “STOP” at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** I will read aloud the introduction to this part of the Reading and Language Arts Test A. You may follow along silently as I read.



*Read the one-page introduction. Stop reading when you come to the end of the page.*

**SAY** You will have 50 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Look at the next page. You may begin.

*Record the starting and stopping times for Part 2.*



RECORD THE  
STARTING TIME:

ADD 50 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 50

\_\_\_\_\_

\_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Reading and Language Arts Test A.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

# Reading and Language Arts Test B

60 minutes

Grades 4, 5, 6, 7, and 8

## Directions for Administering Reading and Language Arts Test B

*This set of test directions can be used with test books for grades 4–8.  
Check to be sure that each student has his or her own test book and answer sheet.*

**SAY** Open your test books to Page 35 for grade 4, or Page 39 for grades 5 and 7, or Page 37 for grade 6, or Page 43 for grade 8 in the Reading and Language Arts Test B. Be sure to stay on the pages that say “Reading and Language Arts Test B” at the bottom of the page.

Now open your answer sheets and find the Reading and Language Arts Test B section.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** Now you will do the Reading and Language Arts Test B.

Remember to read all of the directions and information in this part of the test book. When you come to the word “STOP” at the bottom of the page, you have finished this test.

You may go back over this test and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 60 minutes to do this test. Make sure you are on the correct page in your test books and the correct number on your answer sheets, and that you stop at the end of this test.

You may begin.

*Record the starting and stopping times for Reading and Language Arts Test B.*



RECORD THE STARTING TIME:	ADD 60 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 60	_____

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

Proceed to the next section if all students complete a timed section early.



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*



**Stop. This is the end of the Reading and Language Arts Test B.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.**

*If this is the end of the testing session, collect all test materials.*

# Reading and Language Arts Test C

20 minutes

Grades 5 and 8

## Directions for Administering Reading and Language Arts Test C

*This set of test directions can be used with test books for grades 5 and 8.*

*Check to be sure that each student has his or her own test book and answer sheet.*

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

**SAY** Open your test books to Page 67 for grade 5 or Page 73 for grade 8 in the Reading and Language Arts Test C. Be sure to stay on the pages that say “Reading and Language Arts Test C” at the bottom of the page.

Now open your answer sheets and find the Reading and Language Arts Test C section.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** Now you will do the Reading and Language Arts Test C.

Remember to read all of the directions and information in this part of the test book. When you come to the word “STOP” at the bottom of the page, you have finished this test.

You may go back over this test and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 20 minutes to do this test. Make sure you are on the correct page in your test books and the correct number on your answer sheets and that you stop at the end of this test.

You may begin.

*Record the starting and stopping times for Reading and Language Arts Test C.*



RECORD THE STARTING TIME:	ADD 20 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 20	_____



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*



**Stop. This is the end of the Reading and Language Arts Test C.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.**

*If this is the end of the testing session, collect all test materials.*

# Mathematics Test A

Part 1—15 minutes

Part 2—55 minutes

Grade 4

## Directions for Administering Mathematics Test A

**IMPORTANT:** Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

*This set of test directions can be used with test books for grade 4.*

*Check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler. **THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED.** Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*



**NOTE:** Students should not use calculators to solve the problems in Part 1.

**SAY** Open your test books to the Mathematics Test A. Find Page 63. Be sure to stay on the pages that say “Mathematics Test A” at the bottom of the page.

Now find the Mathematics Test A section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet. For each sample, fill in only the circle that goes with the answer you choose. If a correct answer to a problem is not given, fill in the circle that goes with “None of these.”

Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLES A, B, AND C

**SAY** Now do Samples A, B, and C, beginning on Page 63 of the Mathematics Test A. You will need to use your ruler to help you solve Sample C. Stop when you have finished the samples.

*Give students time to answer Samples A, B, and C.  
Do not read the samples out loud.*



*Discuss Samples A, B, and C with the students. The correct answer for Sample A is choice D, the correct answer for Sample B is choice H, and the correct answer for Sample C is choice A.*



**Directions** Work Samples A and B. Then work Sample C on the next page.

**Sample A**

$$\begin{array}{r} 68 \\ - 14 \\ \hline \end{array}$$

- A 52
- B 44
- C 46
- D 54
- E None of these

**Sample B**



Steve spent about \$10.00 on two sale items. Which two sale items have a total cost of about \$10.00?

- F clay and glue
- G glitter and clay
- H glitter and paint
- J paint and glue

**Sample C**



Use the inch side of your ruler to help you solve this problem.

Which of these bracelets is  $3\frac{1}{2}$  inches long?

- A
- B
- C
- D

For Part 1 only, there may be more answer choices on the answer sheet than possible answers in the test book.

Proceed to the next section if all students complete a timed section early.

**PART 1** 15 minutes

**SAY** Now you will do Part 1 of the Mathematics Test A, take a break, and then do Part 2.



Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Part 1.

You may go back over Part 1 of the Mathematics Test A and check your answers, but do not go on to Part 2. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 15 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets and that you stop at the end of Part 1.

You may begin.

*Record the starting and stopping times for Part 1.*



RECORD THE STARTING TIME:	ADD 15 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 15 _____	_____



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Resume testing when you think your students are ready to go on.*

**PART 2** 55 minutes

*If you have decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.*

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler.*

**SAY** Open your books to Part 2 of the Mathematics Test A. Find Page 70. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY** Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 55 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



**RECORD THE  
STARTING TIME:**

**ADD 55 MINUTES:**

**RECORD THE  
STOPPING TIME:**

\_\_\_\_\_ + 55 \_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

See Step 1 regarding calculator use.

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

**SAY** Stop. This is the end of the Mathematics Test A.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

*The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

## Directions for Administering Mathematics Test A

*This set of test directions can be used with test books for grades 5 and 8.*

*Check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

*If you have decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.*

**SAY** Open your test books to the Mathematics Test A. Find Page 75 for grade 5 or Page 81 for grade 8. Be sure to stay on the pages that say "Mathematics Test A" at the bottom of the page.

Now find the Mathematics Test A section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished this test.

You may go over Mathematics Test A to check your answers, but do not go on, and do not go back. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**IMPORTANT:** Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

See Step 1 regarding calculator use.

There may be a different number of questions in the test book than on the answer sheet. Extra spaces on the answer sheet should be left blank.

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

**SAY** You will have 20 minutes to do Numbers 1 through 14. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Numbers 1 through 14.*



RECORD THE  
STARTING TIME:

ADD 20 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 20

\_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Mathematics Test A.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

*The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

## Directions for Administering Mathematics Test A

*This set of test directions can be used with test books for grades 6 and 7.*

*Check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*



**NOTE:** Students should not use calculators to solve the problems in Part 1.

**SAY** Open your test books to the Mathematics Test A. Find Page 65 for grade 6 or Page 67 for grade 7. Be sure to stay on the pages that say “Mathematics Test A” at the bottom of the page.

Now find the Mathematics Test A section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet. For each sample, fill in only the circle that goes with the answer you choose. If a correct answer to a problem is not given, fill in the circle that goes with “None of these.”

Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLES A, B, AND C

**SAY** Now do Samples A, B, and C, beginning on Page 65 for grade 6 or Page 67 for Grade 7 of the Mathematics Test A. You will need to use your ruler to help you solve Sample C. Stop when you have finished the samples.

*Give students time to answer Samples A, B, and C.  
Do not read the samples out loud.*



*Discuss Samples A, B, and C with the students. The correct answer for Sample A is choice D, the correct answer for Sample B is choice H, and the correct answer for Sample C is choice A.*

**IMPORTANT:** Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

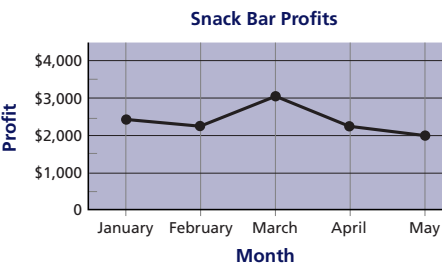
Be sure students use a No. 2 pencil.

**Directions** Work Samples A and B. Then work Sample C on the next page.

**Sample A**

- $57.6 + 3.7 =$
- A** 91.6
  - B** 60.3
  - C** 90.6
  - D** 61.3
  - E** None of these

**Sample B**



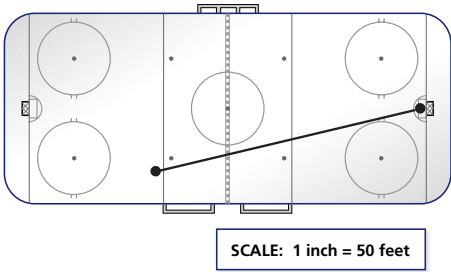
This graph shows the profits of the snack bar at a movie theater for the months of January through May. Based on the graph, which of these statements is true?

- F** There were fewer movies shown in April than in May.
- G** The snack bar made less money in February than in May.
- H** The snack bar made more money in March than in January.
- J** More people attended the theater in February than in April.

**Sample C**



Use the inch side of your ruler to help you solve this problem.



Randy made a long shot as shown on the scale model of a hockey rink. What was the actual length of his shot?

- A** 125 feet
- B** 137.5 feet
- C** 150 feet
- D** 162.5 feet



**PART 1** 15 minutes

**SAY** Now you will do Part 1 of the Mathematics Test A, take a break, and then do Part 2.



Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Part 1.

You may go back over Part 1 of the Mathematics Test A and check your answers, but do not go on to Part 2. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 15 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets and that you stop at the end of Part 1.

You may begin.

*Record the starting and stopping times for Part 1.*



**RECORD THE  
STARTING TIME:**

**ADD 15 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 15**



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Resume testing when you think your students are ready to go on.*

For Part 1 only, there may be more answer choices on the answer sheet than possible answers in the test book.

Proceed to the next section if all students complete a timed section early.

See Step 1 regarding calculator use.

There may be a different number of questions in the test book than on the answer sheet. Extra spaces on the answer sheet should be left blank.

**PART 2** 55 minutes

*If you have decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.*

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler.*

**SAY** Open your books to Part 2 of the Mathematics Test A. Find Page 72. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY** Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 55 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



**RECORD THE  
STARTING TIME:**

**ADD 55 MINUTES:**

**RECORD THE  
STOPPING TIME:**

\_\_\_\_\_ + 55 \_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Mathematics Test A.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

*The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

# Mathematics Test B

60 minutes

Grades 4, 6, and 7

## Directions for Administering Mathematics Test B

**IMPORTANT:** Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

See Step 1 regarding calculator use.

There may be a different number of questions in the test book than on the answer sheet. Extra spaces on the answer sheet should be left blank.

*This set of test directions can be used for grades 4, 6, and 7.*

*Check to be sure that each student has his or her own test book, and answer sheet, scratch paper, and punch-out ruler. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

*If you have decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.*

**SAY** Open your test books to the Mathematics Test B. Find Page 83 for grade 4, or Page 85 for grade 6, or Page 87 for grade 7. Be sure to stay on the pages that say “Mathematics Test B” at the bottom of the page.

Now find the Mathematics Test B section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

Remember to read all of the directions and information in this part of the test book. When you come to the word “STOP” at the bottom of the page, you have finished this test.

You may go over Mathematics Test B to check your answers, but do not go on, and do not go back. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 60 minutes to do Numbers 1 through 48. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Numbers 1 through 48.*



RECORD THE  
STARTING TIME:

ADD 60 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 60

\_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Mathematics Test B.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

*The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

# Mathematics Test B

Part 1—15 minutes

Part 2—55 minutes

Grade 5

## Directions for Administering Mathematics Test B

**IMPORTANT:** Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

*This set of test directions can be used with test books for grade 5.*

*Check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED. Students must sign and return all scratch paper for submission to Building Testing Coordinator.*



**NOTE:** Students should not use calculators to solve the problems in Part 1.

**SAY**

Open your test books to the Mathematics Test B. Find Page 79. Be sure to stay on the pages that say “Mathematics Test B” at the bottom of the page.

Now find the Mathematics Test B section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY**

You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet. For each sample, fill in only the circle that goes with the answer you choose. If a correct answer to a problem is not given, fill in the circle that goes with “None of these.”

Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLES A, B, AND C

**SAY**

Now do Samples A, B, and C, beginning on Page 79 of the Mathematics Test B. You will need to use your ruler to help you solve Sample C. Stop when you have finished the samples.

*Give students time to answer Samples A, B, and C.  
Do not read the samples out loud.*



*Discuss Samples A, B, and C with the students. The correct answer for Sample A is choice D, the correct answer for Sample B is choice H, and the correct answer for Sample C is choice A.*

**Directions** Work Samples A and B. Then work Sample C on the next page.

**Sample A**

$$\begin{array}{r} 68 \\ - 14 \\ \hline \end{array}$$

- A 52
- B 44
- C 46
- D 54
- E None of these

**Sample B**



Steve spent about \$10.00 on two sale items. Which two sale items have a total cost of about \$10.00?

- F clay and glue
- G glitter and clay
- H glitter and paint
- J paint and glue

**Sample C**



Use the inch side of your ruler to help you solve this problem.

Which of these bracelets is  $3\frac{1}{2}$  inches long?

- A
- B
- C
- D

For Part 1 only, there may be more answer choices on the answer sheet than possible answers in the test book.

Proceed to the next section if all students complete a timed section early.

**PART 1** 15 minutes

**SAY** Now you will do Part 1 of the Mathematics Test B, take a break, and then do Part 2.



Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished Part 1.

You may go back over Part 1 of the Mathematics Test B and check your answers, but do not go on to Part 2. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 15 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets and that you stop at the end of Part 1.

You may begin.

*Record the starting and stopping times for Part 1.*



**RECORD THE  
STARTING TIME:**

**ADD 15 MINUTES:**

**RECORD THE  
STOPPING TIME:**

\_\_\_\_\_

**+ 15**

\_\_\_\_\_

\_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Resume testing when you think your students are ready to go on.*



**PART 2** 55 minutes

*If you have decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.*

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler.*

See Step 1 regarding calculator use.

**SAY** Open your books to Part 2 of the Mathematics Test B. Find Page 84. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY** Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 55 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



**RECORD THE  
STARTING TIME:**

**ADD 55 MINUTES:**

**RECORD THE  
STOPPING TIME:**

\_\_\_\_\_ + 55 \_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

**SAY** Stop. This is the end of the Mathematics Test B.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

*The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

## Directions for Administering Mathematics Test B

*This set of test directions can be used with test books for grade 8.*

*Check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler. **THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED.** Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*



**NOTE:** Students should not use calculators to solve the problems in Part 1.

**SAY** Open your test books to the Mathematics Test B. Find Page 85. Be sure to stay on the pages that say “Mathematics Test B” at the bottom of the page.

Now find the Mathematics Test B section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

We will begin by doing some sample questions. You will mark your answers to the sample questions in the shaded box on the answer sheet. For each sample, fill in only the circle that goes with the answer you choose. If a correct answer to a problem is not given, fill in the circle that goes with “None of these.”

Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLES A, B, AND C

**SAY** Now do Samples A, B, and C, beginning on Page 85 of the Mathematics Test B. You will need to use your ruler to help you solve Sample C. Stop when you have finished the samples.

*Give students time to answer Samples A, B, and C.  
Do not read the samples out loud.*



*Discuss Samples A, B, and C with the students. The correct answer for Sample A is choice D, the correct answer for Sample B is choice H, and the correct answer for Sample C is choice A.*

**IMPORTANT:** Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

**Directions** Work Samples A and B. Then work Sample C on the next page.

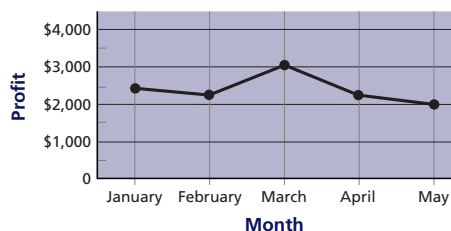
**Sample A**

$$57.6 + 3.7 =$$

- A 91.6
- B 60.3
- C 90.6
- D 61.3
- E None of these

**Sample B**

**Snack Bar Profits**



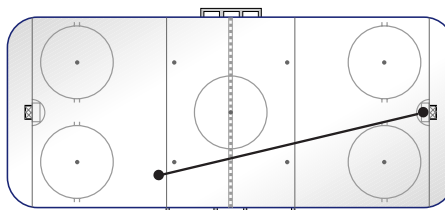
This graph shows the profits of the snack bar at a movie theater for the months of January through May. Based on the graph, which of these statements is true?

- F There were fewer movies shown in April than in May.
- G The snack bar made less money in February than in May.
- H The snack bar made more money in March than in January.
- J More people attended the theater in February than in April.

**Sample C**



Use the inch side of your ruler to help you solve this problem.



**SCALE: 1 inch = 50 feet**

Randy made a long shot as shown on the scale model of a hockey rink. What was the actual length of his shot?

- A 125 feet
- B 137.5 feet
- C 150 feet
- D 162.5 feet

**PART 1** 15 minutes

**SAY** Now you will do Part 1 of the Mathematics Test B, take a break, and then do Part 2.



Remember to read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 1.

You may go back over Part 1 of the Mathematics Test B and check your answers, but do not go on to Part 2. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 15 minutes to do Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets and that you stop at the end of Part 1.

You may begin.

*Record the starting and stopping times for Part 1.*



**RECORD THE  
STARTING TIME:**

**ADD 15 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 15**



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Resume testing when you think your students are ready to go on.*

For Part 1 only, there may be more answer choices on the answer sheet than possible answers in the test book.

Proceed to the next section if all students complete a timed section early.

See Step 1 regarding  
calculator use.

**PART 2** 55 minutes

*If you have decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.*

*When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler.*

**SAY** Open your books to Part 2 of the Mathematics Test B. Find Page 88. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY** Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished Part 2.

You may go over Part 2 to check your answers, but do not go on, and do not go back to Part 1. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 55 minutes to do Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Part 2.*



**RECORD THE  
STARTING TIME:**

**ADD 55 MINUTES:**

**RECORD THE  
STOPPING TIME:**

\_\_\_\_\_ + 55 \_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Mathematics Test B.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

*The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

# Mathematics Test C

60 minutes

Grades 5 and 8

## Directions for Administering Mathematics Test C

**IMPORTANT:** Punch out all of the rulers prior to testing. Distribute scratch paper and punch-out rulers along with test books.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

See Step 1 regarding calculator use.

*This set of test directions can be used with test books for grades 5 and 8.*

*Check to be sure that each student has his or her own test book and answer sheet, scratch paper, and punch-out ruler. THE PUNCH-OUT RULERS SHOULD NOT BE RETURNED. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

*If you have decided your students should use calculators for this part of the test, make sure all students have a working calculator. Remember, it is not necessary to use calculators.*

**SAY** Open your test books to the Mathematics Test C. Find Page 99 for grade 5 or Page 105 for grade 8. Be sure to stay on the pages that say "Mathematics Test C" at the bottom of the page.

Now find the Mathematics Test C section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** You may use the extra paper to work the mathematics problems, but remember to fill in the circle on your answer sheet that goes with the answer you choose. Some problems may require you to simplify your answer or reduce it to lowest terms.

Remember to read all of the directions and information in this part of the test book. When you come to the word "STOP" at the bottom of the page, you have finished this test.

You may go over Mathematics Test C to check your answers, but do not go on, and do not go back. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*



**SAY** You will have 60 minutes to do Numbers 1 through 48 for grade 5, or 1 through 49 for grade 8. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Numbers 1 through 48 for grade 5, or 1 through 49 for grade 8.*



RECORD THE  
STARTING TIME:

ADD 60 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_ + 60 \_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Mathematics Test C.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Put your rulers on your desks. **DO NOT** put your rulers or extra paper in your test books or answer sheets.

*The punch-out rulers should NOT be returned. Students must sign and return all scratch paper for submission to a Building Testing Coordinator.*

**SAY** Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

# Science Test A

40 minutes

Grades 4 and 5

## Directions for Administering Science Test A

*This set of test directions can be used with test books for grades 4 and 5.*

*NOTE: Before testing, check the testing area to be sure that charts that may give away answers are not in view.*

*Check to be sure that each student has his or her own test book and answer sheet.*

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

**SAY** Open your test books to the Science Test A. Find Page 101 in grade 4 or Page 115 in grade 5. Be sure to stay on the pages that say "Science Test A" at the bottom of the page.

Now find the Science Test A section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** We will begin by doing a sample question. You will mark your answers to the sample question in the shaded box on the answer sheet. Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Now do Sample A. Stop when you have finished Sample A.

*Give students time to answer Sample A.*

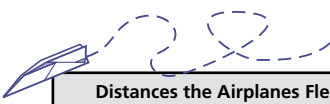
*Do not read the sample out loud.*



*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice C.*

**Directions** Read the sample and mark the correct answer.

**Sample A** In a contest to see who could throw a paper airplane the farthest, each person had four tries. The results are shown in the table below.



Distances the Airplanes Flew				
	Try 1	Try 2	Try 3	Try 4
Janice	10 ft	12 ft	14 ft	10 ft
Tom	11 ft	7 ft	8 ft	9 ft
Chuck	12 ft	13 ft	16 ft	15 ft
Devra	13 ft	8 ft	10 ft	7 ft

Who won the contest?

- A** Janice
- B** Tom
- C** Chuck
- D** Devra

☐ **QUESTIONS 1 THROUGH 40**

**SAY** Now you will do Numbers 1 through 40. Remember to read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished the Science Test A.

You may go back over the Science Test A and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 40 minutes to do the Science Test A. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Turn the page. You may begin.

*Record the starting and stopping times for Questions 1 through 40.*



**RECORD THE  
STARTING TIME:**

**ADD 40 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 40**



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*



**Stop. This is the end of the Science Test A.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.**

*If this is the end of the testing session, collect all test materials.*

## Directions for Administering Science Test A

*This set of test directions can be used with test books for grades 6, 7, and 8.*

*NOTE: Before testing, check the testing area to be sure that charts that may give away answers are not in view.*

*Check to be sure that each student has his or her own test book and answer sheet.*

**SAY** Open your test books to the Science Test A. Find Page 101 for grade 6, or Page 103 for grade 7, or Page 119 for grade 8. Be sure to stay on the pages that say "Science Test A" at the bottom of the page.

Now find the Science Test A section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** We will begin by doing a sample question. You will mark your answers to the sample question in the shaded box on the answer sheet. Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

### ☐ SAMPLE A

**SAY** Now do Sample A. Stop when you have finished Sample A.

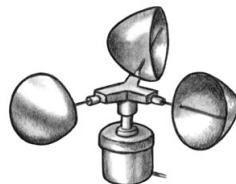
*Give students time to answer Sample A.  
Do not read the sample out loud.*



*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice C.*

**Directions** Read the sample and mark the correct answer.

#### Sample A



Which of these could you measure with the *anemometer* shown above?

- A the sea surface temperature
- B the air pressure
- C the wind speed
- D the amount of rain

☐ QUESTIONS 1 THROUGH 40

**SAY** Now you will do Numbers 1 through 40. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Science Test A.

You may go back over the Science Test A and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 40 minutes to do the Science Test A. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Turn the page. You may begin.

*Record the starting and stopping times for Questions 1 through 40.*



RECORD THE STARTING TIME:	ADD 40 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 40 _____	_____



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Science Test A.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

## Directions for Administering Science Test B

*This set of test directions can be used with test books for grades 4–8.*

*NOTE: Before testing, check the testing area to be sure that charts that may give away answers are not in view.*

*Check to be sure that each student has his or her own test book and answer sheet.*

**SAY** Open your test books to the Science Test B. Find Page 115 for grades 4 and 6, or page 129 for grade 5, or Page 117 for grade 7, or Page 131 for grade 8. Be sure to stay on the pages that say “Science Test B” at the bottom of the page.

Now find the Science Test B section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

### **PART 1** 40 minutes

#### ☐ QUESTIONS 1 THROUGH 32

**SAY** Now you will do Numbers 1 through 32. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Science Test B, Part 1.

You may go back over the Science Test B, Part 1 and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 40 minutes to do the Science Test B, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Questions 1 through 32.*



**RECORD THE  
STARTING TIME:**

**ADD 40 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 40**

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

*Resume testing when you think your students are ready to go on.*

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**PART 2** 40 minutes

*When you begin this testing session check to be sure that each student has his or her own test book and answer sheet.*

☐ **QUESTIONS 33 THROUGH 64**

**SAY** Open your books to Part 2 of the Science Test B. Find Page 126 for grade 4, or Page 140 for grade 5, or Page 127 for grade 6, or Page 133 for grade 7, or Page 143 for grade 8. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



*Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.*

**SAY** Now you will do Numbers 33 through 64. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Science Test B, Part 2.

You may go back over the Science Test B, Part 2 and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 40 minutes to do the Science Test B, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Questions 33 through 64.*



**RECORD THE  
STARTING TIME:**

**ADD 40 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 40**





*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*



**Stop. This is the end of the Science Test B.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.**

*If this is the end of the testing session, collect all test materials.*

# Social Studies Test A

40 minutes

Grades 4 and 5

## Directions for Administering Social Studies Test A

*This set of test directions can be used with test books for grades 4 and 5.*

*NOTE: Before testing, check the testing area to be sure that maps or charts that may give away answers are not in view.*

*Check to be sure that each student has his or her own test book and answer sheet.*

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

**SAY**

Open your test books to the Social Studies Test A. Find Page 137 in grade 4 or Page 151 in grade 5. Be sure to stay on the pages that say "Social Studies Test A" at the bottom of the page.

Now find the Social Studies Test A section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY**

We will begin by doing a sample question. You will mark your answers to the sample question in the shaded box on the answer sheet. Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY**

Now do Sample A. Stop when you have finished the sample.

*Give students time to answer Sample A.  
Do not read the sample out loud.*



*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice B.*

**Directions** Study the map of some rivers in North America. Then do Sample A.

**Sample A**



Which of these rivers empties into the Gulf of Mexico?

- A Columbia
- B Mississippi
- C St. Lawrence
- D Colorado

☐ **QUESTIONS 1 THROUGH 40**

**SAY** Now you will do Numbers 1 through 40. Remember to read all of the directions and information in the test book. When you come to the word "STOP" at the bottom of the page, you have finished the Social Studies Test A.

You may go back over the Social Studies Test A and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 40 minutes to do the Social Studies Test A. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Turn the page. You may begin.

Record the starting and stopping times for Questions 1 through 40.



RECORD THE STARTING TIME:	ADD 40 MINUTES:	RECORD THE STOPPING TIME:
_____	+ 40 _____	_____



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

**SAY**

Stop. This is the end of the Social Studies Test A.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

## Directions for Administering Social Studies Test A

*This set of test directions can be used with test books for grades 6, 7, and 8.*

*NOTE: Before testing, check the testing area to be sure that maps or charts that may give away answers are not in view.*

*Check to be sure that each student has his or her own test book and answer sheet.*

**SAY** Open your test books to the Social Studies Test A. Find Page 139 for grade 6, or Page 145 for grade 7, or Page 157 for grade 8. Be sure to stay on the pages that say “Social Studies Test A” at the bottom of the page.

Now find the Social Studies Test A section on your answer sheets.



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

**SAY** We will begin by doing a sample question. You will mark your answers to the sample question in the shaded box on the answer sheet. Fill in only the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change an answer, completely erase the mark you made before making a new mark.

### ☐ SAMPLE A

**SAY** Now do Sample A. Stop when you have finished the sample.

*Give students time to answer Sample A.  
Do not read the sample out loud.*



*Discuss Sample A with the students after they have had time to complete it. The correct answer for Sample A is choice B.*

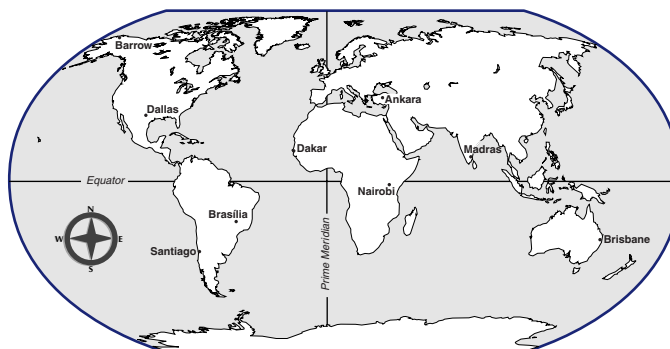
It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.

**Directions** Study the map of the world. Then do Sample A.

**Sample A**



Which of these cities is located nearest the North Pole?

- A Dakar
- B Barrow
- C Nairobi
- D Santiago

☐ **QUESTIONS 1 THROUGH 40**

**SAY** Now you will do Numbers 1 through 40. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Social Studies Test A.

You may go back over the Social Studies Test A and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

*When you are sure that all students understand the directions, continue.*

**SAY** You will have 40 minutes to do the Social Studies Test A. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

Turn the page. You may begin.

*Record the starting and stopping times for Questions 1 through 40.*



**RECORD THE  
STARTING TIME:**

**ADD 40 MINUTES:**

**RECORD THE  
STOPPING TIME:**

**+ 40**



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*



**Stop. This is the end of the Social Studies Test A.**

**Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.**

**Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.**

*If this is the end of the testing session, collect all test materials.*

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

# Social Studies Test B

Part 1—40 minutes

Part 2—40 minutes

Grades 4, 5, 6, 7, and 8

## Directions for Administering Social Studies Test B

*This set of test directions can be used with test books for grades 4–8.*

*NOTE: Before testing, check the testing area to be sure that maps or charts that may give away answers are not in view.*

*Check to be sure that each student has his or her own test book and answer sheet.*



**Open your test books to the Social Studies Test B. Find Page 151 for grades 4 and 6, or Page 165 for grade 5, or Page 159 for grade 7, or Page 171 for grade 8. Be sure to stay on the pages that say “Social Studies Test B” at the bottom of the page.**

**Now find the Social Studies Test B section on your answer sheets.**



*Demonstrate. Check to be sure that all students are in the correct places in their test books and on their answer sheets.*

### **PART 1** 40 minutes

#### ☐ **QUESTIONS 1 THROUGH 32**



**Now you will do Numbers 1 through 32. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Social Studies Test B, Part 1.**

**You may go back over the Social Studies Test B, Part 1 and check your answers, but do not go on. When you have finished, sit quietly until everyone else has finished.**

**Are there any questions?**

*When you are sure that all students understand the directions, continue.*



**You will have 40 minutes to do the Social Studies Test B, Part 1. Make sure you are on the correct page in your test books and the correct number on your answer sheets.**

**You may begin.**

It may be helpful to hold up a folded test book so that students can be sure they are on the correct page.

Following the instructions exactly ensures similar testing conditions in all classrooms. Test directions should be read as written.

Be sure students use a No. 2 pencil.



Record the starting and stopping times for Questions 1 through 32.



RECORD THE  
STARTING TIME:

ADD 40 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_ + 40 \_\_\_\_\_



Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.

At the stopping time,

**SAY** Stop. We will take a break now.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want. Put your answer sheets inside your test books and close your books.

Resume testing when you think your students are ready to go on.

## PART 2 40 minutes

When you begin this testing session, check to be sure that each student has his or her own test book and answer sheet.

### □ QUESTIONS 33 THROUGH 64

**SAY** Open your books to Part 2 of the Social Studies Test B. Find Page 163 for grade 4, or Page 177 for grade 5, or page 161 for grade 6, or Page 168 for grade 7, or Page 182 for grade 8. Make sure you are on the correct page in your test books and the correct number on your answer sheets.



Demonstrate. Check to be sure that students are in the correct places in their test books and on their answer sheets.

**SAY** Now you will do Numbers 33 through 64. Remember to read all of the directions and information in the test book. When you come to the word “STOP” at the bottom of the page, you have finished the Social Studies Test B, Part 2.

You may go back over the Social Studies Test B, Part 2 and check your answers. When you have finished, sit quietly until everyone else has finished.

Are there any questions?

When you are sure that all students understand the directions, continue.

**SAY** You will have 40 minutes to do the Social Studies Test B, Part 2. Make sure you are on the correct page in your test books and the correct number on your answer sheets.

You may begin.

*Record the starting and stopping times for Questions 33 through 64.*



RECORD THE  
STARTING TIME:

ADD 40 MINUTES:

RECORD THE  
STOPPING TIME:

\_\_\_\_\_

+ 40

\_\_\_\_\_



*Check to be sure that students are in the right place on their answer sheets and are filling in circles correctly.*

*At the stopping time,*

**SAY** Stop. This is the end of the Social Studies Test B.

Make sure that you have marked all of your answers clearly and that you have completely erased any marks you do not want.

Thank you for working so hard. Please close your books. Do not put your answer sheets in your test books.

*If this is the end of the testing session, collect all test materials.*

At the end of the testing session, have students check to see that they have no extraneous material—pencils, scratch paper, rulers, markers—inside their test books and answer sheets.

Sort and store unused materials per instructions from your Testing Coordinator.

## STEP

# 9

## Assemble Materials for Return

- ☐ After your testing is complete, check students' answer sheets to ensure that
  - A) all punch-out rulers, scratch paper, and markers are removed. They should not be returned with the testing materials.
  - B) all student-identifying information is complete and correct. The BIRTH DATE section must be filled in properly. This information is used to verify student identity when other information is insufficient.
  - C) all applicable special codes fields are filled in according to instructions from your Testing Coordinator
  - D) all circles that students intended to mark are filled in completely
  - E) all stray pencil marks are erased
  - F) all erasures are complete

Assemble and return all test materials to the Building Testing Coordinator, separated according to school procedures.

- A) scratch paper, signed by students
- B) list of absentees
- C) completed RI with related answer documents
- D) completed GIS, per school instructions
- E) used answer documents (answer documents should be stacked with demographic grids face up and cut corners aligned at upper left side or K-3 test booklets closed with front cover up)
- F) modified format tests and transcribed answer documents
- G) RITC and Breach forms
- H) paper-banded ITM form and related materials

I) other used and unused test materials

- (1) used test booklets, including those marked with student names and/or stray marks
- (2) used and unused writing prompts and directions
- (3) unused answer documents and test booklets

J) ancillary materials

- (1) *Test Administration Manuals*
- (2) *Teacher Directions*
- (3) Blank and inaccurately completed State assessment forms

K) materials with manufacturing defects (notify the Building Testing Coordinator)

**NOTE:** DO NOT RETURN THE PUNCH-OUT RULERS WITH THE TESTING MATERIALS. CHECK TO BE SURE THAT THERE ARE NO RULERS, SCRATCH PAPER, OR MARKERS IN THE ANSWER SHEETS.







**Return these materials to the  
Tennessee Test Distribution Center.**

**CTB/McGraw-Hill**  
20 Ryan Ranch Road  
Monterey, CA 93940-5703  
800.538.9547 | [www.ctb.com](http://www.ctb.com)